



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our social studies content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student growth and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The item specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means the test content is limited to only those items listed.
- The assessments contain items aligned to the Arizona Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects. The content emphasis for these standards shown on the item specifications is copied directly from the Arizona Examples and Explanations document available from the Arizona Department of Education.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.
- Some item specification documents may have notes about a standard being instructionally linked to another standard. This is an optional notation that some item specification authors chose to record as additional information about how certain standards relate to each other.
- The U.S. History assessment does represent the entirety of American history. It was named U.S. History to reflect the common course name used in Arizona high schools.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to social studies instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,
MCESA Assessment Department

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Key Ideas and Details</p> <p>11-12.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>11-12.RH.1</p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>This standard requires students to examine the details of a primary (firsthand accounts) or secondary source (secondhand accounts) to support their analysis of the document. Sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc. Textual evidence could include: author's main point, purpose and perspective, fact versus opinion, differing points of view, credibility and validity of the text. Students might also consider date, bias, intended audience and the possibility of changes due to translation. Students connect details to attain conclusions of the text as a whole.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> Students read <i>Federalist Paper No. 10</i>, examining Madison's arguments favoring a representative system of government over a pure democracy including such arguments as those against the power of factionalism in society. SSHS-S1C4-04d Students read a summary of the Kyoto Accords http://unfccc.int/kyoto_protocol/items/2830.php to predict its impact on future policy decisions by the nations which signed it. SSHS-S4C5-03 	<p><u>DOK</u></p> <p><u>essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Key Ideas and Details</p>	<p><u>Content Emphasis: From AZ Explanations and Examples</u></p> <p>The standard requires the identification of primary sources (firsthand accounts) and secondary sources (secondhand accounts) for analysis. Sources include: journals, maps, illustrations, photographs, documentaries, logs, records, etc. Students must identify key ideas and/or events in primary or secondary texts and</p>	<p><u>DOK</u></p> <p><u>essence of the standard:</u></p>

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<p>11-12.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>11-12.RH.2</p>	<p>then provide a summary of how the author develops the key idea. Key ideas could be developed thematically, sequentially, anecdotally, consequentially, procedurally, or in order of importance.</p> <p>In addition, students must summarize ideas and details to show their understanding of this relationship and interconnectedness.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students determine the central ideas found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and providing a summary that makes clear the relationships among the key details and ideas of each text and between the texts. Common Core State Standards, Appendix B, p. 183 http://corestandards.org/the-standards Students will examine the Library of Congress photographic collections to observe the impact of the Great Depression on migrant children and their families. <ul style="list-style-type: none"> <i>Dorothea Lange California Resettlement Photos</i> (http://memory.loc.gov/cgi-bin/query/r?ammem/fsaall:@field(NUMBER+@band(cph+3c28944))) <i>Views from the Dust Bowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941</i> http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/# SSHS-S1C8-01 b. & c. Students keep records for a month of government and corporate reports in order to track these reports' relative influence upon the Dow Jones average. These reports can be found in daily news coverage, e.g., http://www.bloomberg.com/. <p>SSHS-S5C1-0</p> <p><u>Stimuli Resources:</u></p>	<p>2</p> <p><u>Type of Assessment:</u></p> <p>MC</p>

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<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Key Ideas and Details</p> <p>11-12.RH.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>11-12.RH.3</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to create a chain of causation which can be supported by details from the text. When such a chain cannot be clearly built, students are to acknowledge that causation is not complete and clear.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students will connect the Amendments of the US Constitution to the political developments that led to the passage of each. SSHS-S3C4-01 Students will analyze editorials from the <i>Wall Street Journal</i> and the <i>New York Times</i> supporting or opposing the monetary policies set by the Federal Reserve Bank. SSHS-S5C3-05; SSHS-S5C3-06 	<p><u>DOK</u></p> <p><u>essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Craft and Structure</p> <p>11-12.RH.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>11-12.RH.4</p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>This standard asks students to use a variety of strategies (context clues, linguistic roots and affixes, restatement, examples, contrast, glossary, etc.) to determine the meaning of words and phrases in the text. Historic context of vocabulary may need to be researched.</p> <p>Examples</p> <ul style="list-style-type: none"> Students use the majority opinions from the Supreme Court cases <i>Plessy v. Ferguson</i> (1896) and <i>Brown v. Board</i> (1954) to examine the term “<i>equal</i>”. SSHS-S1C7-02a; SSHS-S1C2-02c Students describe the functioning of a “free market” including how a market price is determined, how price determines behaviors, and theories of production. SSHS-S5C2-02a-f 	<p><u>DOK</u></p> <p><u>essence of</u></p> <p><u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u></p> <p><u>Assessment:</u></p> <p style="text-align: center;">MC</p>

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<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Craft and Structure</p> <p>11-12.RH.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>11-12.RH.5</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to evaluate a primary source noting how its structure reinforces its meaning. Students identify the parts of text and how they work together as a whole. They identify thesis statements, supporting details, and conclusions, as well as transition statements. They recognize the power of voice and diction in texts.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> Students will analyze the Declaration of Independence outlining the key grievances against King George III and the steps of remonstrance before the colonists chose revolution as their course of actions. SSHS-S1C4-03d Students will analyze the text of the Seneca Falls Declaration of Sentiments noting how the document builds outrage against the many forms of discrimination against women during the 19th century in the US. SSHS-S1C7-02a 	<p><u>DOK</u></p> <p><u>essence of</u></p> <p><u>the standard:</u></p> <p><u>Type of</u></p> <p><u>Assessment:</u></p>

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<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Craft and Structure</p> <p>11-12.RH.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>11-12.RH.6</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard requires students to read with a keen eye for the stated assumptions and unstated inferences which provide insight into the author's purpose. Students should be able to recognize balance or imbalance, loaded language, details purposefully excluded and the use of excerpted quotes by authors.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> • Students will read newspaper accounts of the 1947 Partition of Palestine in a Zionist as well as an Arab account. • Zipporah Porath, from her book, "<i>Letters from Jerusalem, 1947-1948</i>," • Speech by Egyptian Delegate, Mahmoud Bey Fawzi to the UN General Assembly: http://www.scribd.com/doc/3504377/Mandate-of-Destiny-The-1947-United-Nations-Decision-to-Partition-Palestine pp. 36-38. • SSHS-S4C2-04 • Students read selections from the Lincoln-Douglas Debate at Freeport, IL (August 27, 1858) to distinguish Lincoln's view of slavery in the territories from that of his opponent Stephen A. Douglas. SSHS-S1C6-01e. 	<p><u>DOK</u></p> <p><u>essence of</u></p> <p><u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u></p> <p><u>Assessment:</u></p> <p style="text-align: center;">MC</p>

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<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Integration of Knowledge and Ideas</p> <p>11-12.RH.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>11-12.RH.7</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard requires that students use charts, graphs, and other media along with text to address a question or a problem.</p> <p>Examples:</p> <ul style="list-style-type: none"> Students integrate the information provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented visually in the FedViews report. In their analysis of these sources of information presented in diverse formats, students frame and address a question or solve a problem raised by their evaluation of the evidence. Common Core State Standards, Appendix B, p. 183 http://corestandards.org/the-standards Students will use <i>Consumer Reports</i>, scientific charts and graphs, to verify reliability of online advertising for a product. SSHS-S5C5-02; ETHS-S5C1-05 Students research voter turnout in national elections in the United States and other democracies, to explain voter participation or voter apathy. SSHS-S3C5-01 	<p><u>DOK</u></p> <p>essence of the standard:</p> <p><u>Type of Assessment:</u></p>

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AZCC Reading Standards for Literacy in History and Social Studies Integration of Knowledge and Ideas 11-12.RH.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. 11-12.RH.8	<u>Content Emphasis:</u> Not assessed. <u>From AZ Explanations and Examples</u> Students should judge if the details in a text are logical or if details reasonably support the author’s claims through the use of corroborating or challenging information. Some criteria for assessing the text include the number of the examples given, the strength of the examples, the credibility of sources used and the accuracy of the text. Students should determine if the details given within the text lead the reader to the same conclusions. This standard requires that students study an author’s writing in comparison with accounts which differ from that author’s account as well as accounts which agree with the author’s interpretation. Students then must decide whether the original author premises were valid or not. <u>Examples:</u> <ul style="list-style-type: none"> Students evaluate the premises of James M. McPherson’s argument regarding why Northern soldiers fought in the Civil War by corroborating the evidence provided from the letters and diaries of these soldiers with other primary and secondary sources and challenging McPherson’s claims where appropriate. Common Core State Standards, Appendix B, p. 183 http://corestandards.org/the-standards Students read two accounts of the Indian Wars during the 19th and early 20th centuries, one from the view point of the US Cavalry and another from Native Americans. SSHS-S1C7-03a Students use a political cartoon satirizing William Jennings Bryan holding his “Cross of Gold” and a speech or newspaper editorial opposing free silver to decide whether the gold standard was good or bad for Americans as a whole. (Cartoon by Grant Hamilton, printed in "Judge" Magazine, 1896, Image from <i>Coin's Financial School</i> (1894)) SSHS-S1C7-01c 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> <u>Type of</u> <u>Assessment:</u>

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<p>AZCC Reading Standards for Literacy in History and Social Studies</p> <p>Integration of Knowledge and Ideas</p> <p>11-12.RH.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>11-12.RH.9</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>Primary sources are the basis on which historians draw their conclusions. At the same time secondary sources often give a current view of past events. Both are necessary when students investigate history.</p> <p>This standard requires students to read multiple accounts of an event and construct their own interpretation using pertinent information from all of the accounts. While doing so, students will note any discrepancies among sources.</p> <p><u>Examples</u></p> <ul style="list-style-type: none"> Students write a “morning after” analysis of a national election to interpret trends and predict future impacts on the nation. SSHS-S1C10-01 Students read accounts, watch newsreel footage and review photographs which document the transformation of society on the home front during World War II, paying close attention to the roles of women and minorities. SSHS-S1C8-02c 	<p><u>DOK</u></p> <p><u>essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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AZCC Reading Standards for Literacy in History and Social Studies Range of Reading and Level of Text Complexity 11-12.RH.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently 11-12.RH.10	<u>Content Emphasis:</u> Not assessed. <u>From AZ Explanations and Examples</u> This standard requires students to be at the 11th grade reading level by the end of their 11th grade year in school and the 12th grade reading level by the end of their 12th grade year in school.	<u>DOK</u> <u>essence of</u> <u>the standard:</u> <u>Type of</u> <u>Assessment:</u>

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AZCC Writing Standards for Literacy in History and Social Studies Production and Distribution of Writing 11-12.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 11-12.WHST.4	<u>Content Emphasis:</u> Not assessed. <u>From AZ Explanations and Examples</u> The standard requires the use of writing that is appropriate to a specific task, purpose, and audience. a. The standard requires the use of writing that is appropriate to a specific practical task and its audience. <u>Examples</u> <ul style="list-style-type: none"> Students produce a household budget using an effective graphic organizer. SSHS-S5C5-03; ETHS-S1C4-01 Students produce a flow chart on how a bill becomes a law in the Arizona State Legislature. SSHS-S3C2-08c; ETHS-S1C4-01 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> <u>Type of</u> <u>Assessment:</u>
Strand 3: Civics/Government Concept 1: Foundations of Government PO 1. Examine the foundations of democratic representative government: a. Greek direct democracy b. Roman republic SSHS-S3C1-01	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> Identify ancient civilizations that practiced democratic forms of government (e.g., Athens, Rome) Determine the difference between direct democracy and representative government Discuss the different theories of the source of authority <u>Stimulus type:</u> <ul style="list-style-type: none"> Excerpts Diagrams 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC

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Strand 3: Civics/Government Concept 1: Foundations of Government PO 2. Trace the English roots of American democracy: a. Magna Carta b. English Bill of Rights c. Representative government – Parliament, colonial assemblies, town meetings SSHS-S3C1-02	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> Determine the significance of English documents in the development of American democracy Explain the shift of power away from British monarchs <u>Stimulus type:</u> <ul style="list-style-type: none"> Excerpts Diagrams 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC
Strand 3: Civics/Government Concept 1: Foundations of Government PO 3. Describe the philosophical roots of American Democracy: a. moral and ethical ideals from Judeo-Christian tradition b. John Locke and social contract c. Charles de Montesquieu and separation of powers SSHS-S3C1-03	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> Describe the influence of moral and ethical ideals from Judeo-Christian tradition on the founding fathers and the formation of American democracy Describe the influence of John Locke on the founding fathers and the formation of American democracy Describe the influence of Montesquieu on the founding fathers and the formation of American democracy <u>Stimulus type:</u> <ul style="list-style-type: none"> Excerpts Diagrams 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC

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Strand 3: Civics/Government Concept 1: Foundations of Government PO 4. Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence. SSHS-S3C1-04	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Social contract • Equality • Natural rights of man • Rule of law <u>Stimulus type:</u> <ul style="list-style-type: none"> • Excerpts 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC
Strand 3: Civics/Government Concept 2: Structure of Government PO 1. Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution. SSHS-S3C2-01	<u>Content Emphasis:</u> Can include: Relate how the weaknesses of the Articles of Confederation led to a need for a stronger central government. <ul style="list-style-type: none"> • Paper money/specie • Lack of central government • Raising army • Inability to tax • No regulation of trade • Limited foreign policy • No executive/judicial • Shays' Rebellion <u>Stimulus type:</u> <ul style="list-style-type: none"> • Excerpts • Bulleted lists • Flowcharts • Diagrams 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC

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Strand 3: Civics/Government Concept 2: Structure of Government PO 2. Analyze the creation of United States Constitution: a. representative government as developed by the Great Compromise and the Three-Fifths Compromise b. Federalism c. Separation of Powers/Checks and Balances d. Judicial Review e. Amendment Process SSHS-S3C2-02	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> Describe the role that compromise played during the Constitutional Convention Compare and contrast the benefits and weaknesses of the Constitutional Amendment process New Jersey Plan Virginia Plan Great Compromise 3/5 Compromise Slave trade compromise Popular sovereignty <u>Common Misconceptions of Students:</u> <ul style="list-style-type: none"> Subtopics a, b, c, and d of the performance objective are explicitly found in the Constitution <u>Stimulus type:</u> <ul style="list-style-type: none"> Excerpts Flowcharts Diagrams 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC

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Strand 3: Civics/Government Concept 2: Structure of Government PO 3. Examine the United States federal system of government: a. powers of the national government b. powers of the state governments c. powers of the people SSHS-S3C2-03	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Categorize the powers of the government between delegated, reserved powers, and concurrent • Assess conflicts/tensions between state and federal laws • Popular sovereignty • Representative democracy • Federalism • Separation of powers • Checks and balances <u>Common Misconceptions of Students for Distractors:</u> <ul style="list-style-type: none"> • Checks and balances and separation of powers are the same concept • Bill of Rights was not part of the original signed Constitution <u>Stimulus type:</u> <ul style="list-style-type: none"> • Excerpts • Scenarios • Paintings, pictures, and political cartoons • Bulleted lists • Flowcharts • Diagrams • Tables, charts, graphs • Maps 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC

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Strand 3: Civics/Government Concept 2: Structure of Government PO 4. Describe the steps leading to the adoption of the Constitution: a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers) b. Bill of Rights c. ratification SSHS-S3C2-04	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Synthesize major arguments/viewpoints over the ratification of the Constitution • The Constitution lacked explicit protection for individual and states' rights • Important figures (e.g., Hamilton, Jay, Jefferson, Madison, Henry) • 9 of 13 states needed for ratification • Future inclusion of Bill of Rights was necessary for ratification <u>Common Misconceptions of Students for Distractors:</u> <ul style="list-style-type: none"> • All states had to ratify/all states did ratify • There was a popular vote for ratification <u>Stimulus type:</u> <ul style="list-style-type: none"> • Excerpts (e.g., the Federalist Papers, James Madison, Notes of Debates in the Federal Convention of 1787, anti-federalist objections) • Flowcharts • Diagrams 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC
Strand 3: Civics/Government Concept 2: Structure of Government PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government: a. specific powers delegated in Article I of the Constitution	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Analyze the structure, powers, and roles of the legislative branch of the United States government • Differentiate between the delegated powers and procedures of the House of Representatives and the Senate • Support the idea that the Constitution limits and grants powers to the legislative branch • Qualifications/composition 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u>

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<p>b. role of competing factions and development of political parties</p> <p>c. lawmaking process</p> <p>d. different roles of Senate and House</p> <p>e. election process and types of representation</p> <p>f. influence of staff, lobbyists, special interest groups and political action committees (PACs)</p> <p>SSHS-S3C2-05</p>	<ul style="list-style-type: none"> • Impeachment starts in the House, Senate tries case • State legislature elects Senate • Raising revenue originates in the House • Entire list of delegated powers • Necessary and Proper Clause/Elastic Clause • Whiskey Rebellion • Senate ratifies treaties • Senate confirms Presidential appointments • Senate 6 year terms, House 2 year term, 1/3 rotation <p><u>Common Misconceptions of Students for Distractors:</u></p> <ul style="list-style-type: none"> • Senators were always elected by people through direct elections • Impeachment means removal from office, actually means individual is “charged” with a crime • Necessary and proper clause and the elastic clause are different • 1/3 of Senate faces re-election and all of House every two years <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> • Excerpts (e.g., Article I, Washington’s Farewell Address, commentaries by George Washington and William Patterson on the Whiskey Rebellion, commentaries on the birth of political parties by Thomas Jefferson) • Scenarios • Paintings, pictures, and political cartoons • Bulleted lists • Flowcharts and diagrams 	MC

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Content Statement	Item Specifications	Depth of Knowledge Essence
<p>Strand 3: Civics/Government</p> <p>Concept 2: Structure of Government</p> <p>PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:</p> <p>a. specific powers delegated in Article II of the Constitution b. roles and duties of the president c. development and function of the executive branch, including the cabinet and federal bureaucracy d. election of the president through the nomination process, national conventions, and electoral college</p> <p>SSHS-S3C2-06</p>	<p><u>Content Emphasis:</u> Can include:</p> <ul style="list-style-type: none"> Identify roles, duties, and specific powers delegated to the President in the Constitution Compare roles of Executive to the roles of the judicial and legislative Analyze expansion of Presidential power and expansion of executive power Critique the electoral process War Powers Act Expansion of the federal government in the 1900s Make judicial appointments, appoint ambassadors and advisors Veto power Commander-in-Chief Party leader and chief diplomat <p><u>Common Misconceptions of Students for Distractors:</u></p> <ul style="list-style-type: none"> President can declare war Popular vote decides presidential election <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> Excerpts Scenarios Paintings, pictures, and political cartoons Bulleted lists Flowcharts Diagrams Tables, charts, graphs Maps (e.g., electoral college maps 1824, 1860, 1912, 1960, 2000) 	<p><u>DOK</u> <u>essence of</u> <u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u> <u>Assessment:</u></p> <p style="text-align: center;">MC</p>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
<p>Strand 3: Civics/Government</p> <p>Concept 2: Structure of Government</p> <p>PO 7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions:</p> <p style="margin-left: 40px;">a. specific powers delegated by the Constitution in Article III b. judicial review developed in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden c. dual court system of state and federal courts</p> <p>SSHS-S3C2-07</p>	<p><u>Content Emphasis:</u> Can include:</p> <ul style="list-style-type: none"> Assess how the Marshall court increased the power of the judicial branch and the federal government Differentiate between the powers and functions of the state and federal courts Can use summaries of the opinions of the three cases Structure of the judicial (Supreme Court and Appellate) Judicial review Jurisdiction of the courts <p><u>Common Misconceptions of Students for Distractors:</u></p> <ul style="list-style-type: none"> Supreme Court makes the law <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> Excerpts from the specific court cases in the performance objective 	<p><u>DOK</u> <u>essence of</u> <u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u> <u>Assessment:</u></p> <p style="text-align: center;">MC</p>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
<p>Strand 3: Civics/Government</p> <p>Concept 2: Structure of Government</p> <p>PO 8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution:</p> <ul style="list-style-type: none"> a. direct democracy by initiative, referendum, and recall processes b. election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries c. the structure and processes of Arizona's legislature d. the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction e. appointment and continuing election of judges. <p>SSHS-S3C2-08</p>	<p><u>Content Emphasis:</u> Can include:</p> <ul style="list-style-type: none"> • Delineate the differences between the structure of Arizona's government and the U.S. Federal government • Examine the intent versus the use of initiatives, referendums, and recalls in Arizona • Initiative, referendum, recall process • Gerrymandering • Bicameral • Roles of Governor, Secretary of State, Treasurer, Attorney General, Superintendent of Public Instruction <p><u>Common Misconceptions of Students for Distractors:</u></p> <ul style="list-style-type: none"> • Public has no role in law making <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> • Excerpts from the Arizona Constitution 	<p><u>DOK</u> <u>essence of</u> <u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u> <u>Assessment:</u></p> <p style="text-align: center;">MC</p>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
Strand 3: Civics/Government Concept 2: Structure of Government PO 9. Analyze the forms, structure, powers and roles of local government: a. county government, boards of supervisors, sheriffs, county attorneys, and others b. mayor, council, city manager, and other city officials c. issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation) d. special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college) SSHS-S3C2-09	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> Identify the governmental roles and positions available in the local government Jurisdiction of county and state governments Local funding Federalism <u>Common Misconceptions of Students for Distractors:</u> <ul style="list-style-type: none"> People participate in local government <u>Stimulus type:</u> <ul style="list-style-type: none"> Bulleted lists Flowcharts Diagrams 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
Strand 3: Civics/Government Concept 2: Structure of Government PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts). SSHS-S3C2-10	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Explore the concept of sovereignty as it relates to tribal governments • Federalism • Dawes Act/Fort Laramie Treaty • BIA/Tribal Councils • Indian Reorganization Act of 1934 <u>Stimulus type:</u> <ul style="list-style-type: none"> • Excerpts • Paintings, pictures, and political cartoons • Bulleted lists • Flowcharts • Diagrams • Tables, charts, graphs 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC
Strand 3: Civics/Government Concept 2: Structure of Government PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts). SSHS-S3C2-11	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Compare characteristics of a protectorate, territories, and federal district 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 1 <u>Type of</u> <u>Assessment:</u> MC

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
Strand 3: Civics/Government Concept 3: Functions of Government PO 1. Analyze the functions of government as defined in the Preamble to the Constitution. SSHS-S3C3-01	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Interpretations of ideas in Preamble • “more perfect Union” • “establish Justice” • “insure domestic Tranquility” • “provide for the common defense” • “...promote the general Welfare” • “...secure the Blessings of Liberty to ourselves and our Posterity...” <u>Common Misconceptions of Students for Distractors:</u> <ul style="list-style-type: none"> • “We the People” means all people <u>Stimulus type:</u> <ul style="list-style-type: none"> • Excerpts 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC
Strand 3: Civics/Government Concept 3: Functions of Government PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments. a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws) b. Fourth, Fifth, Sixth, Seventh, and Eighth Amendments c. protection provided by the Fourteenth Amendment SSHS-S3C3-02	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Relate how specific Constitutional Amendments and Mandates guarantee due process of law • Identify constitutional mandates that pertain to due process • Interpret amendments 4 – 8 as they pertain to due process • Examine the 14th Amendment as it applies to due process at the state level <u>Stimulus type:</u> <ul style="list-style-type: none"> • Excerpts • Scenarios 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
Strand 3: Civics/Government Concept 3: Functions of Government PO 3. Examine various sources of government funding: a. federal - income tax, duties, excise taxes, corporate tax b. state - income tax, sales tax c. local - property tax, sales tax SSHS-S3C3-03	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Compare sources of government funding (e.g., state vs. federal, state vs. state, state vs. local) • Determine what taxes pay for <u>Stimulus type:</u> <ul style="list-style-type: none"> • Excerpts • Scenarios • Bulleted lists • Diagrams • Tables, charts, graphs 	<u>DOK essence of the standard:</u> 2 <u>Type of Assessment:</u> MC

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
Strand 3: Civics/Government Concept 3: Functions of Government PO 4. Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication. SSHS-S3C3-04	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> Describe the various regulatory functions and purposes of the federal government <ul style="list-style-type: none"> consumer protection environment health labor transportation communication <u>Stimulus type:</u> <ul style="list-style-type: none"> Excerpts Paintings, pictures, and political cartoons Bulleted lists Flowcharts Diagrams Tables, charts, graphs Maps 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> CR or MC

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
<p>Strand 3: Civics/Government</p> <p>Concept 3: Functions of Government</p> <p>PO 5. Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection).</p> <p>SSHS-S3C3-05</p>	<p><u>Content Emphasis:</u> Can include:</p> <ul style="list-style-type: none"> Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection) Factors <ul style="list-style-type: none"> Public sentiment Great Depression Private considerations Economic indicators Business interests Processes <ul style="list-style-type: none"> Lobbying Executive/legislative/judicial Popular democracy Do not write items on the Social Security Act <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> Excerpts Paintings, pictures, and political cartoons Bulleted lists Flowcharts Diagrams Tables, charts, graphs 	<p><u>DOK</u> <u>essence of</u> <u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u> <u>Assessment:</u></p> <p style="text-align: center;">MC</p>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
<p>Strand 3: Civics/Government</p> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws:</p> <ul style="list-style-type: none"> a. freedom of religion, speech, press, assembly, and petition in the First Amendment b. right to bear arms in the Second Amendment c. Ninth Amendment and guarantee of people’s unspecified rights d. civil rights in the Thirteenth and Fourteenth Amendments e. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965 f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights) g. right to work laws <p>SSHS-S3C4-01</p>	<p><u>Content Emphasis:</u> Can include:</p> <ul style="list-style-type: none"> Develop a logical argument assessing how individual rights have been expanded or restricted over time Determine the role of Supreme Court cases/rulings that have expanded or limited rights Analyze the effectiveness of laws and movements on the expansion of civil rights Classify which amendments pertain to the rights of the accused Define the effects of right to work laws <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> Excerpts Paintings, pictures, and political cartoons Scenarios Bulleted lists Diagrams 	<p><u>DOK</u> <u>essence of</u> <u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u> <u>Assessment:</u></p> <p style="text-align: center;">MC</p>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 2. Define citizenship according to the Fourteenth Amendment. SSHS-S3C4-02	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> Summarize how the Fourteenth Amendment defines citizenship <u>Stimulus type:</u> <ul style="list-style-type: none"> Excerpts 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 1 <u>Type of</u> <u>Assessment:</u> MC

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
<p>Strand 3: Civics/Government</p> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 3. Examine the basic political, social responsibilities of citizenship:</p> <p>a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington’s Farewell Speech), volunteerism</p> <p>b. obligations of upholding the Constitution</p> <p>c. obeying the law, serving on juries, paying taxes, voting, and military service analyzing public issues, policy making, and evaluating candidates</p> <p>SSHS-S3C4-03</p>	<p><u>Content Emphasis:</u> Can include:</p> <ul style="list-style-type: none"> Examine the roles and social responsibilities of citizenship Examine the importance of informed citizenship Examine the difference between social and political responsibility Examine the difference between a duty or responsibility <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> Excerpts Scenarios Paintings, pictures, and political cartoons Bulleted lists 	<p><u>DOK</u> <u>essence of</u> <u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u> <u>Assessment:</u></p> <p style="text-align: center;">MC</p>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 4. Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes. SSHS-S3C4-04	<u>Content Emphasis:</u> Not assessed.	<u>DOK</u> <u>essence of</u> <u>the standard:</u> <u>Type of</u> <u>Assessment:</u>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 5. Describe the role and influence of political parties, interest groups, and mass media: a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism) b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making c. influence of the mass media on elections, the political process and policy making SSHS-S3C4-05	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> Analyze and synthesize information from multiple sources Identify the difference between biased and objective sources of information Identify underlying bias in political discourse Investigate the role of special interest groups in the political process Differentiate between party platforms Role of public opinion in the democratic process Sources of information of public opinion <u>Stimulus type:</u> <ul style="list-style-type: none"> Excerpts from newspapers, magazines, websites Scenarios Paintings, pictures, and political cartoons Bulleted lists Flowcharts Diagrams Tables, charts, graphs 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
<p>Strand 3: Civics/Government</p> <p>Concept 5: Government Systems of the World</p> <p>PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).</p> <p>SSHS-S3C5-01</p>	<p><u>Content Emphasis:</u> Can include:</p> <ul style="list-style-type: none"> Identify the strengths and weaknesses of governments throughout the world Compare U.S. system to other governmental systems <ul style="list-style-type: none"> Monarchies Dictatorships Theocracies Oligarchies Parliamentary systems Unitary governments Proportional representation electoral systems vs. single winner “winner take all” electoral systems <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> Excerpts Paintings, pictures, and political cartoons Bulleted lists Flowcharts Diagrams Tables, charts, graphs 	<p><u>DOK</u> <u>essence of</u> <u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u> <u>Assessment:</u></p> <p style="text-align: center;">MC</p>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

Content Statement	Item Specifications	Depth of Knowledge Essence
Strand 3: Civics/Government Concept 5: Government Systems of the World PO 2. Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy. SSHS-S3C5-02	<u>Content Emphasis:</u> Can include: <ul style="list-style-type: none"> • Distinguish between internal and external foreign policy influences • Describe how factors (e.g., trade, political tensions, sanctions, terrorism) influence United States foreign policy • Media • Party in power • UN • Political ideologies • Current events (avoid Iran's nuclear program) <u>Stimulus type:</u> <ul style="list-style-type: none"> • Excerpts • Scenarios • Paintings, pictures, and political cartoons • Flowcharts • Diagrams • Tables, charts, graphs 	<u>DOK</u> <u>essence of</u> <u>the standard:</u> 2 <u>Type of</u> <u>Assessment:</u> MC

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Content Statement	Item Specifications	Depth of Knowledge Essence
<p>Strand 3: Civics/Government</p> <p>Concept 5: Government Systems of the World</p> <p>PO 3. Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, and the International Red Cross).</p> <p>SSHS-S3C5-03</p>	<p><u>Content Emphasis:</u> Can include:</p> <ul style="list-style-type: none"> Identify world governmental and non-governmental organizations <ul style="list-style-type: none"> United Nations UN General Assembly UN Security Council World Court World Bank International Monetary Fund World Trade Organization NATO European Union International Red Cross Amnesty International Greenpeace Differentiate between governmental and NGOs <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> Excerpts Paintings, pictures, and political cartoons Bulleted lists Diagrams 	<p><u>DOK</u> <u>essence of</u> <u>the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of</u> <u>Assessment:</u></p> <p style="text-align: center;">MC</p>

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SOCIAL STUDIES ITEM SPECIFICATIONS - HIGH SCHOOL GEOGRAPHY

<p>Geography Concept 1: The World in Spatial Terms The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.</p> <p>PO 1. Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, and situation).</p> <p>SSHS-S4C1-01</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p>3</p> <p><u>Type of Assessment:</u></p> <p>MC</p>
<p>Concept 1: The World in Spatial Terms</p> <p>PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).</p> <p>SSHS-S4C1-02</p>	<p><u>Content Emphasis</u></p> <p>Can include:</p> <ul style="list-style-type: none"> • Interpret the meaning of maps • Make inferences about information on the maps <p><u>Stimulus type:</u></p> <ul style="list-style-type: none"> • Political maps (e.g., electoral college, voting age, population density, gerrymandering, migration, redrawing of districts) 	<p><u>DOK essence of the standard:</u></p> <p>3</p> <p><u>Type of Assessment:</u></p> <p>MC</p>

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<p>Concept 1: The World in Spatial Terms</p> <p>PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p> <p>SSHS-S4C1-03</p>	<p><u>Content Emphasis</u></p> <p>Can include:</p> <ul style="list-style-type: none"> • Interpret and the meaning of maps. • Make inferences about information on the maps. <p><u>Stimulus can include:</u></p> <ul style="list-style-type: none"> • Use political maps that illustrate changes over time (voting trends between election years, migration of voters, shifting demographics) 	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">3</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p>Concept 1: The World in Spatial Terms</p> <p>PO 4. Use an atlas to access information.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p>Geography Concept 2: Places and Regions</p> <p>Places and regions have distinct physical and cultural characteristics.</p> <p>PO 1. Identify the characteristics that define a region:</p> <ul style="list-style-type: none"> a. physical processes such as climate, terrain, and resources b. human processes such as religion, political organization, economy, and demographics 	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 2: Places and Regions</p> <p>PO 2. Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 2: Places and Regions</p> <p>PO 3. Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

<p>Concept 2: Places and Regions</p> <p>PO 4. Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.</p> <p>SSHS-S4C2-04</p>	<p><u>Content Emphasis</u></p> <p>Content used for items for the geography skills must come from the other Government PO's.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p>Concept 2: Places and Regions</p> <p>PO 5. Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).</p> <p>SSHS-S4C2-05</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

<p>Concept 2: Places and Regions</p> <p>PO 6. Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).</p> <p>SSHS-S4C2-06</p>	<p><u>Content Emphasis</u></p> <p>Content used for items for the geography skills must come from the other government PO's.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>
<p>Concept 2: Places and Regions</p> <p>PO 7. Analyze sides of scientific debates over how human actions (e.g., global warming, ozone decline) modify a region.</p> <p>SSHS-S4C2-07</p>	<p><u>Content Emphasis</u></p> <p>Content used for items for the geography skills must come from the other government PO's.</p>	<p><u>DOK essence of the standard:</u></p> <p style="text-align: center;">2</p> <p><u>Type of Assessment:</u></p> <p style="text-align: center;">MC</p>

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<p>Geography Concept 3: Physical Systems Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.</p> <p>PO 1. Analyze how weather and climate (e.g., the effect of heat transfer, Earth’s rotation, and severe weather systems) influence the natural character of a place. Connect with: Science Strand 6 Concepts 1, 2, 4</p> <p>PO 2. Analyze different points of view on the use of renewable and non-renewable resources in Arizona. Connect with: Science Strand 3 Concept 2</p> <p>PO 3. Analyze how earth’s internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical, water and carbon cycles, erosion, deposition) influence the character of places. Connect with: Science Strand 6 Concepts 1, 2</p> <p>PO 4. Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p> <p>Reinforced in Social Studies but assessed in Science</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
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POST ASSESSMENT ITEM SPECIFICATIONS HIGH SCHOOL GOVERNMENT

<p>Geography Concept 4: Human Systems</p> <p>Human culture, their nature, and distribution affect societies and the Earth.</p> <p>PO 1. Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 4: Human Systems</p> <p>PO 2. Analyze push/pull factors that contribute to human migration.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 4: Human Systems</p> <p>PO 3. Analyze the effects of migration on places of origin and destination, including border areas.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p>Concept 4: Human Systems</p> <p>PO 4. Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism”, trade, outsourcing).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 4: Human Systems</p> <p>PO 5. Analyze the development, growth, and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 4: Human Systems</p> <p>PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p>Concept 4: Human Systems</p> <p>PO 7. Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.</p> <p>SSHS-S4C4-07</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 4: Human Systems</p> <p>PO 8. Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.</p> <p>SSHS-S4C4-08</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Geography Concept 5: Environment and Society</p> <p>Human and environmental interactions are interdependent upon one another. Humans interact with the environment – they depend upon it, they modify it, and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.</p> <p>PO 1. Analyze how the Earth’s natural systems (e.g., Gulf Stream permitting habitation of northern Europe, earthquakes, tsunamis, periodic droughts, river civilizations) affect humans.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p>Concept 5: Environment and Society</p> <p>PO 2. Analyze how natural hazards impact humans (e.g., differences in disaster preparation between developed and developing nations, why people continue to build in disaster-prone places).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 5: Environment and Society</p> <p>PO 3. Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 5: Environment and Society</p> <p>PO 4. Analyze the environmental effects of human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management) on the environment.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p>Concept 5: Environment and Society</p> <p>PO 5. Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 5: Environment and Society</p> <p>PO 6. Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 5: Environment and Society</p> <p>PO 7. Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>

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<p>Geography Concept 6: Geographic Applications</p> <p>Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.</p> <p>PO 1. Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 6: Geographic Applications</p> <p>PO 2. Analyze how changing perceptions of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>
<p>Concept 6: Geographic Applications</p> <p>PO 3. Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>DOK essence of the standard:</u></p> <p><u>Type of Assessment:</u></p>